



Appendix VII

CULCON Global Leaders Working Group Report

Development of a Future Generation of Leaders of the US-Japan Relationship in the Age of Globalization

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Report to CULCON XXII

July, 2006

Statement of Findings

1) For the past half century, a close bilateral relationship between the United States and Japan has been created and maintained by leaders who have learned to respect each other's politics, economy, society and culture. Now in the early years of the twenty-first century, the US-Japan relationship is entering a new phase. Issues have become more closely entangled with each other and involve many actors, ranging from the two governments to two civil societies with different cultural, historical, and religious backgrounds. No single issue can be solved without interacting and collaborating with these other actors. In the face of these changes, the United States and Japan need to expand their close cooperative relationship to address these emerging challenges in order to contribute constructively to the peace and development of the world.

2) In the past, various exchanges and other programs, such as Fulbright Scholarships, have played an important role in producing those people who supported a close US-Japan relationship. In order to develop leaders in the next generation, we must evaluate the results of these existing programs and consider ways of amplifying them to respond to requirements of the twenty-first century. In doing so, we should thoroughly consider such issues as the roles of the United States and Japan in world development that encompasses different cultures, and requires recognition of multiple viewpoints in the face of globalization, as well as the current status and concerns of US-Japan exchanges.

3) The US-Japan relationship has undergone significant changes during the half century following World War II. It began as a more unilateral relationship with Japan dependent on the United States but has grown into a more mutually interdependent relationship. After the collapse of the cold war structure, the United States and Japan have each tended to regard each other through the prism of its respective multilateral relations. At the same time, the significance of the roles the United States and Japan play in world peace and the welfare of humanity is growing. Though, as some point out, there is a tendency in both the United States and Japan to take the relationship for granted, the promotion of mutual understanding and a good relationship will undoubtedly remain one of the most important issues for the United States and Japan in the twenty-first century. We believe that now we must build on the relationship we have worked to develop over the past fifty years and apply our experiences to foster leaders in the next generation.

4) A set of asymmetries exists in US-Japan mutual understanding. The United States is more diverse but inward-looking; Japan is less diverse but more outward-looking. The general public in Japan has more interest in and understanding of the United States; Americans tend to be less interested in external affairs in general. Whether cause or effect, access to information about the other country is unequal; information about the United States in Japan is much more available. At the elite level in government, business and academia, however, Japanese understanding of the United States is said to be more underdeveloped than US understanding of Japan. One reason may be that it is harder for Japanese to appreciate the diversity of the United States. Another circumstance is that while in the past Japanese specialists in American studies were few in number, they tended to have a broad understanding of the United States; nowadays there are more specialists in Japan, but they tend to confine themselves to narrower specializations, making it more difficult to attain a broader viewpoint. It is important to keep these asymmetries in mind when we consider developing the next generation of leaders.

5) A problem peculiar to Japan is that Japanese students are unable to debate equally with students from other countries in international venues, in part due to the weakness of their English language proficiency, but also resulting from a lack of assertiveness. Japanese culture and school education lack training in debate and in asserting one's opinion. This is one of the problems Japan needs to confront directly as an important issue in a global era. It should also be given sufficient consideration in devising leadership programs so that help is given to improve such debating ability.

6) In the United States, a fundamental issue is the parochial view of international affairs held by American students. This may arise from the great political power and economic wealth that the United States has amassed since World War II. This condition leads to a situation in which young people do not imagine that conditions or norms other than those of their own upbringing might exist.

7) The next generation of leaders to support the US-Japan relationship may be those who display leadership in their own areas of specialization, but who are not limited in their general understanding to the narrow confines of their specialization. They should be opinion leaders who have a sense of proportion, broader views, long-term national or local interests, and the ability to exert influence beyond the borders of the two nations.

8) The target communities for the next generation of potential US-Japan leaders include all professions in the spectrum of public life. Though they will be well grounded in their areas of specialization, CULCON aims to produce a program that will help them transcend the confines that specialization necessarily entails. Younger generations (students) should also be looked at as preparatory resources.

9) What are the qualities required for this next generation of leaders? The first is a broad viewpoint, born of knowledge and judgment that are unrestrained by limits of their specializations. The second is the ability to show understanding towards different cultures, allowing them to establish a symbiotic relationship encompassing differences

while preserving their own cultural identity. The third is the ability to build up a broad network of people. Further necessary qualities include the ability to take risks by opening themselves to unfamiliar experiences, and the ability to question their own cultural assumptions.

10) In considering efforts to develop a new generation of US-Japan leaders with a global outlook, it would be effective to evaluate existing programs and discuss plans for improvements based on such evaluation. It will be necessary to assess the history and current status of various exchange programs between the United States and Japan, and explore what will be required for future exchange programs, including financial issues.

11) In order to bring a global perspective to the US-Japan relationship, it will be necessary to consider organizing exchange programs that include other nations, mainly the neighboring countries of Asia but also from the Pacific Rim and even the Middle East, Eastern Europe and Africa. It will also be useful to offer opportunities for university students to experience the planning and preparation of international conferences. Research on successful leaders may sometimes bring useful insights.

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Characteristics of the Global Leader

- Breadth of viewpoint, knowledge and judgment, unrestrained by limits of specializations
- The ability to show understanding towards different cultures – a symbiotic relationship encompassing differences while preserving one's own cultural identity.
- The ability to build up a broad network of people
- The ability to take risks by opening oneself to unfamiliar experiences
- The ability to question one's own cultural assumptions

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Barriers in the Development of Global Leaders in US-Japan Relations

- Excessive specialization in training and in knowledge
- Lack of encouragement to explore other cultures
- Weak financial and legal base in Japan for non-profit, private sector organizations involved in planning and implementing international exchanges
- Increased isolation from international contact among US academic and intellectual circles.
- Lack of experience in or familiarity with organizing and participating in international exchanges
- Lack of application of accumulated knowledge of developing global leadership skills to exchange programs dealing exclusively with Japan and the United States.

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Recommendations

The Global Leaders Working Group notes that its purpose is to make existing activities more effective in the goal of developing US-Japan leaders in a global context. The Working Group thus recommends to CULCON XXII the following:

1. Establish best practices for various elements of exchange programs and international activities with the goal of developing a global perspective.

The Working Group notes there is abundant literature, at least in the United States, on best practices in international exchanges in general and specifically on nurturing global perspective in international activities. CULCON does not need to re-invent this field. The Working Group notes, however, that this data might not be readily accessible to the administrators of exchange programs in a comprehensive and easily useable format. The Working Group recommends that this information be compiled, analyzed and disseminated through the Internet.

Such an information resource should include, among other best practices, an emphasis on a general focus that would facilitate the development of a global perspective and an emphasis on diversity of background of participants in international activities.

2. Call for longitudinal studies that track the impact of exchange programs.

The Working Group stresses the importance of longitudinal studies in tracking the impact of educational exchange programs. It acknowledges that retrospective longitudinal studies require unrealistically large resources. However, the Working Group recommends that exchange programs begin at this point to gather and maintain data to be used in future longitudinal studies. The Working Group also encourages grant-making organizations to require of its grantees such data collection.

The Working Group recommends tasking an appropriate source to draft criteria for longitudinal studies that will provide a model to be used by other organizations to begin data collection. CULCON might also make suggestions for dissemination of this model.

3. Inversely, examine US and Japan leaders and identify elements in their training and education that helped them develop their capacity for global leadership.

The Working Group calls for studying the backgrounds of a group of global leaders and publishing the findings.

4. Help exchange programs gain a broad perspective and establish economies of scale through collaboration and cooperation.

An independent clearinghouse or matchmaker that looks after the field as a whole to promote collaboration and cooperation appears to be a fruitful model for this goal. The Working Group recommends the establishment of a matchmaker or clearinghouse among US-Japan exchange organizations with the purpose of enhancing more global activities and skills.

The Working Group makes the following statements of principle:

1. Improve English and other communication skills as a way of enhancing Japan's voice in international conferences and collaborative efforts.

The Working Group notes that there are record numbers of students in Japan and the United States learning the language of the other country. The Working Group encourages this continued trend, particularly the improvement of English and other communication skills as a way of enhancing Japan's voice in international conferences and collaborative efforts.

2. Support the development and utilization of new academic fields of study in global competency and global initiatives.

The Working Group notes that US and Japanese universities have begun to develop certificates and other programs in global competency as add-ons to other majors. The subject has led to the beginning of the establishment of a new field of academic research that encourages students to take initiative in participating successfully in global activities. The Working Group encourages US-Japan exchange programs to recruit participants who have this kind of academic background.

3. Reform US visa requirements to allow greater access to American society and its institutions by exchange participants.

The Working Group expresses its concern that an overly complex application system for United States visas will have a long-term negative impact on the ability of exchange participants to gain access to American society and its institutions. The Working Group notes that the US and Japanese governments are discussing this issue on a high level and encourages continued attention to this issue.

4. Reform the Japanese tax code to encourage greater participation by private organizations in the work of international exchange.

The Working Group supports the current work of the Japanese government in amending the civil code to change the organization and financial structure of NGOs. The Working Group expresses its hope that the changes in law will strengthen Japanese NGOs' opportunities and abilities to support themselves through multiple and diverse sources of funding, thereby strengthening their role in developing global leaders.

In conclusion, this completes the work of the Global Leaders Working Group. The Working Group recommends that it be disbanded and that in its place a new task force be established to implement Recommendations One through Four.

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Working Group Members

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